

Humana People to People Teacher Training: Towards Achieving Inclusive and Equitable Quality Education for All



Humana
People to People

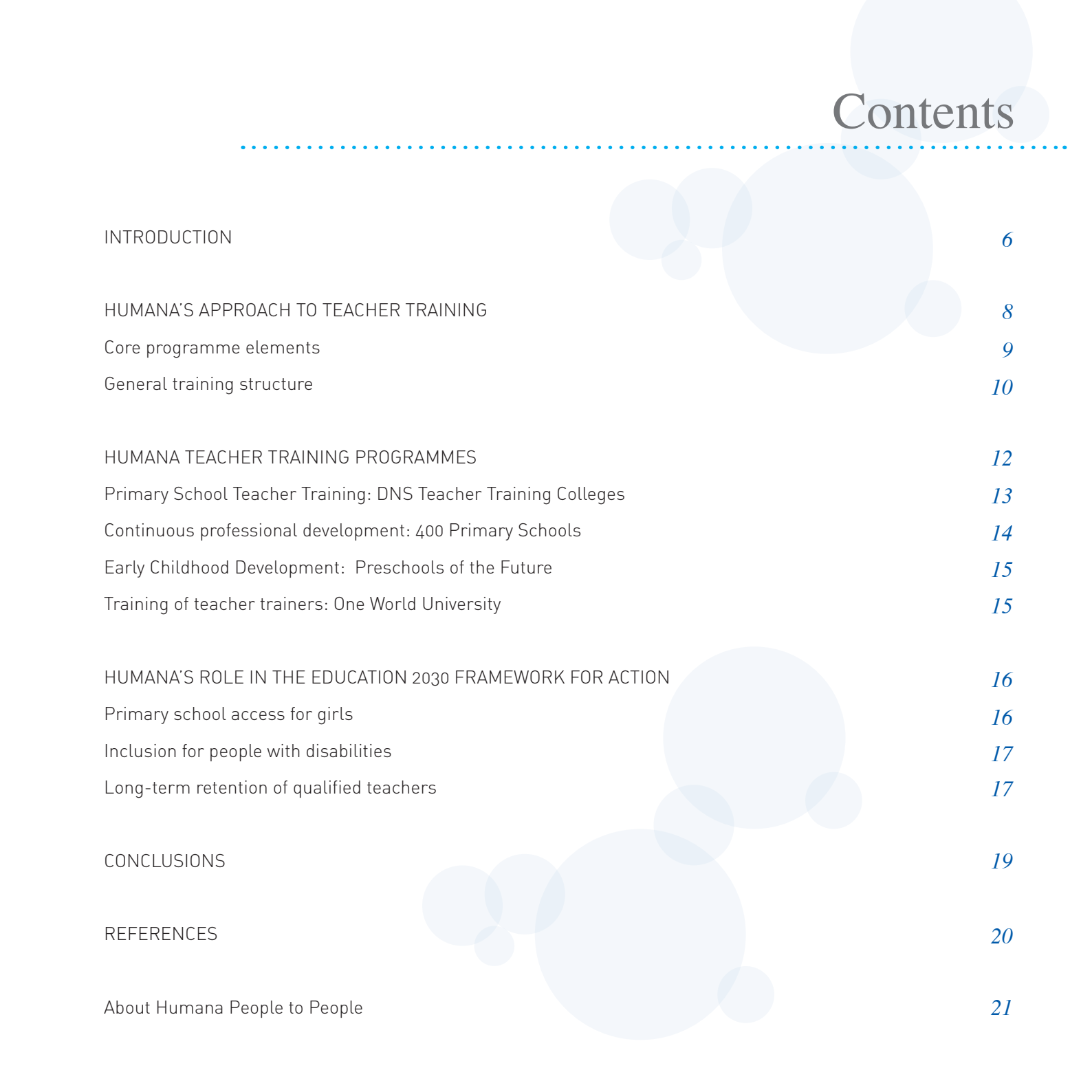


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Introduction

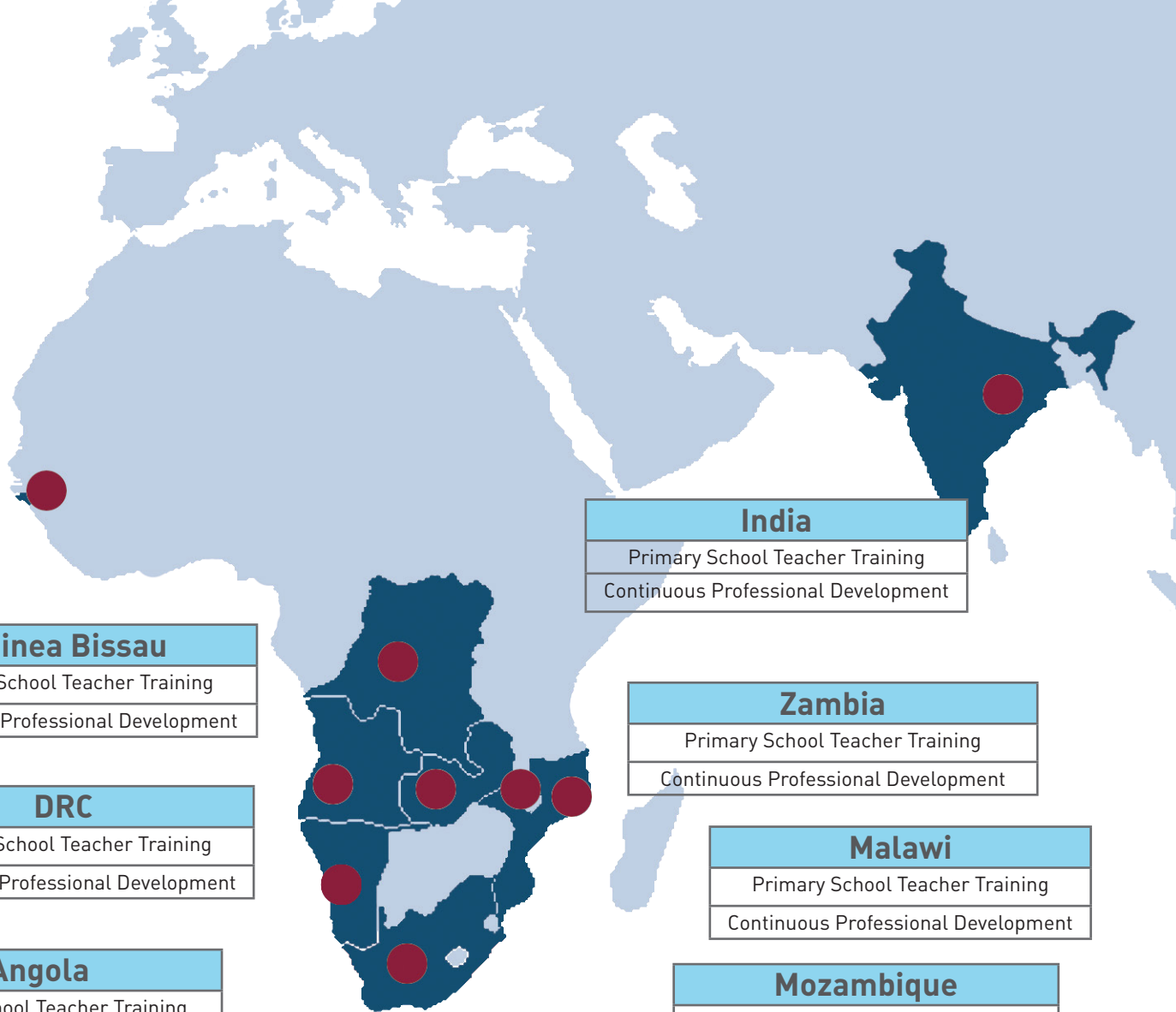
From 2000-2015, the Education for All movement and MDG2 placed an overwhelming emphasis on increasing access to education, and it has had significant results. There are now 83 million more children in school than there were in 1999, and approximately 20 million more children have completed primary school in low and middle income countries than would have at pre-2000 rates. (UNESCO, 2015a: 3). Despite this success, one in six children in low and middle income countries still does not complete primary school, and one in three adolescents does not reach upper secondary school level. Furthermore, approximately 250 million children do not reach minimum levels of learning after four years of education, even though the majority have been or are in school (UNESCO, 2014: 191). An inclusive, quality learning experience is central to realizing the long-term development-related benefits of education.

The growing awareness of the need for a more comprehensive strategy is reflected in the fourth Sustainable Development Goal and its associated targets. Together with the Incheon Declaration, this Education 2030 Framework for Action (FFA) aims for a more integrated and therefore effective approach to “ensure and promote life-long learning opportunities for all”. The Agenda is highly ambitious, and recognises the importance of education as a core component of sustainable development.

Since opening its first teacher training college in Maputo, Mozambique, in 1993, Humana People to People has been committed to meeting the educational needs of the countries in which member organisations operate. In line with the Education for All movement, Humana’s focus has been on providing qualified teachers to contribute towards reducing the teacher gap, particularly in rural areas. Over the years, this has extended to provide in-service training, continuing professional development and early childhood development training. Within the wider trend towards an increased focus on quality, Humana continues its commitment to provide well-trained and well-equipped teachers, who will be able to foster curiosity, critical thinking skills and openness to life-long learning in younger generations.

The purpose of this publication is to outline how Humana People to Peoples’ work in the education sector will respond to the Education 2030 FFA by building on its approach to date. It identifies core obstacles to achieving the FFA, identified by Global Monitoring Reports and our own experience, and proposes strategies to confront them. These strategies are built on Humana’s experience and capacity, recognizing the advantages of continued collaboration with Ministries of Education and other actors, as well as improved monitoring, evaluation and impact assessment.

Jesper Wohler
Director European Partnerships



Guinea Bissau

Primary School Teacher Training

Continuous Professional Development

DRC

Primary School Teacher Training

Continuous Professional Development

Angola

Primary School Teacher Training

Continuous Professional Development

Namibia

Early Childhood Development

South Africa

Early Childhood Development

India

Primary School Teacher Training

Continuous Professional Development

Zambia

Primary School Teacher Training

Continuous Professional Development

Malawi

Primary School Teacher Training

Continuous Professional Development

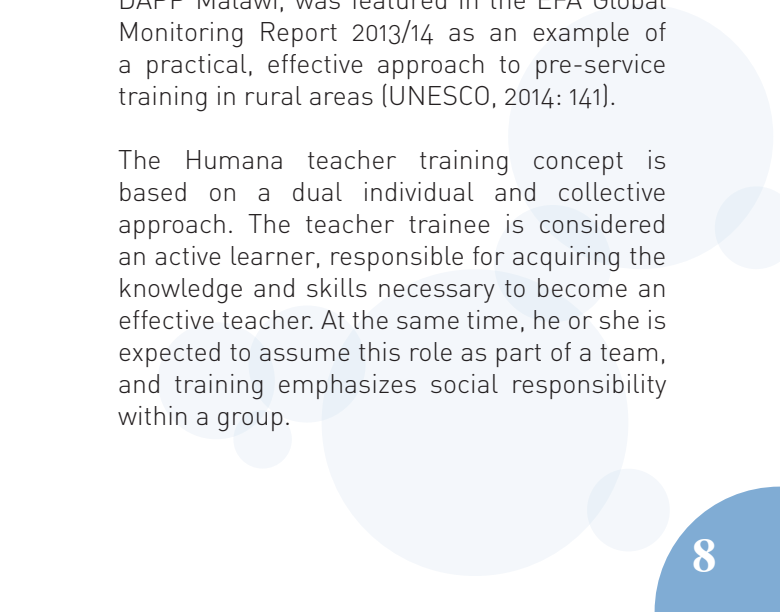
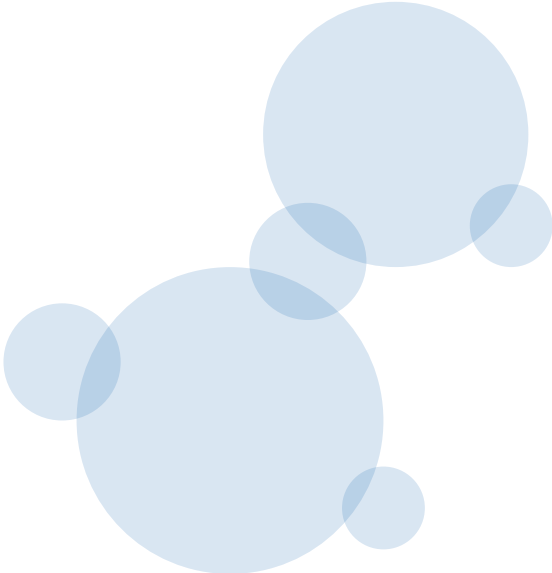
Mozambique

Primary School Teacher Training

Continuous Professional Development

Training of trainers

Humana's Approach to Teacher Training



Education not only heavily influences a person's professional capacity, but it also shapes his or her ability to meet challenges in life and live peacefully with others. It is central to community development, with school and teachers playing a central role, particularly in rural areas.

In these rural areas, conditions can be challenging, with many schools lacking access to basic services and undeveloped school infrastructures, high teacher-pupil ratios and little support from education authorities (Adedeji & Olaniyan, 2011). All Humana People to People courses train students to be skilled, competent educators who see their role as agents of change within the wider community. They are motivated, able, and willing to work in rural settings. The programme implemented by Humana member organisation in Malawi, DAPP Malawi, was featured in the EFA Global Monitoring Report 2013/14 as an example of a practical, effective approach to pre-service training in rural areas (UNESCO, 2014: 141).

The Humana teacher training concept is based on a dual individual and collective approach. The teacher trainee is considered an active learner, responsible for acquiring the knowledge and skills necessary to become an effective teacher. At the same time, he or she is expected to assume this role as part of a team, and training emphasizes social responsibility within a group.

Core programme elements

All Humana People to People teacher training programmes and initiatives include the following elements:

- * **Rural setting:** colleges are located in and prioritise recruitment from rural areas. Programmes are designed to equip students with the skills required to teach effectively in a rural primary school;
- * **Nationally accredited:** programmes are developed in collaboration with Ministries of Education, aligned with national education policies, meet national qualification standards, and are directly oriented towards contributing to sustainable development through education;
- * **Practically focused:** all students carry out extensive teaching practicum in primary schools, actively making connections between theory and practice;
- * **Collaborative:** training is carried out in collaboration with the local community by including families and other community members in the educational process. Students also carry out extracurricular initiatives in the community to contribute to local development;
- * **Equality based:** enrolment processes are designed to progressively ensure that at least 50% of trainees are female. Furthermore, students and staff share the responsibility for college management and maintenance, where tasks and responsibilities are assigned equally between males and females; and
- * **Include life skills components:** activities and learning are designed to foster personal growth. Students learn to budget, optimise limited resources, and think critically in order to solve

General training structure



An interactive digital learning platform provides students with content and learning materials throughout the programme. Here, a trainee teacher in Malawi checks her course progress on the platform

All Humana teacher training programmes are adjusted according to local conditions and national curricula, and all maintain the same core structure. This structure revolves around an interactive digital learning platform and is made up of three core components: studies, courses and experiences.

The **studies** component makes up half of the entire programme. Students have access to programme content and choose a subject according to an identified area of interest. Tasks are carried out in groups or individually, with regular input and feedback from instructors. Through this component, students are placed

at the centre of their own learning experiences. The objective is to encourage active learning and awaken curiosity.

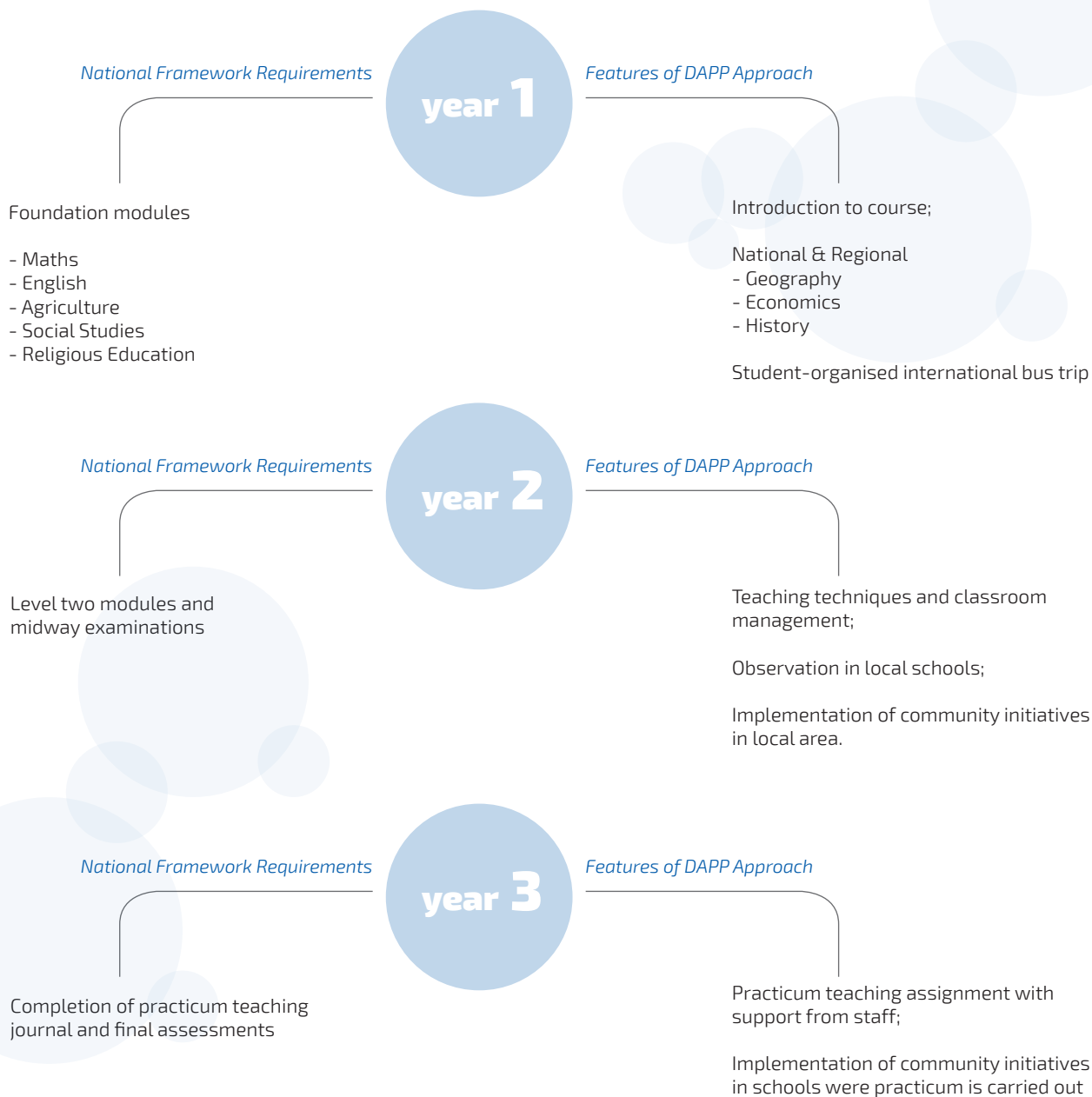
Courses make up a quarter of the programme content and are closer to a classical learning environment. In difference to a more traditional approach, however, classes are highly interactive. Students have access to content through the digital learning platform and are expected to prepare and actively participate in classes.

Experiences make up the remainder of programme content. These are used to push students out of their comfort zones and promote personal development. Wherever possible, students plan and carry out a study trip through their own and neighbouring coun-

tries, in which they see and experience different ways of life, systems and approaches to education. The experiences component also includes practicum teaching placements, where students put into practice what they have learned and develop their skills with the support of school management and the Teachers Training College.

In each of these components, students are required to analyse and report on their experiences with the objective of developing the practical and analytical skills necessary to later teach in a rural setting.

Model Programme: DNS Chilangoma, Malawi.



Humana Teacher Training Programmes

In recent years Humana People to People's primary focus on pre-service training of primary school teachers has expanded to in-service training and early childhood development in response to a growing demand for these services. This expansion has been, in large part, due to the trust placed in Humana country members by Ministries of Education, Governments and International Donors.

In Angola, Mozambique and India, national governments contribute towards running or

infrastructural costs. In the Democratic Republic of the Congo, the government has provided buildings for rehabilitation to become training colleges. These investments are a reflection of national ownership from governments on the importance of improving their education systems, as well as the significant role of Humana People to People national partners in addressing the teacher gap in remote and hard-to-access areas. International donors include multilateral organizations as well as Aid Agencies, Ministries of Foreign Affairs and private foundations.



TTC students organise a bus trip around their own and neighbouring countries in their first year of study, gaining important life skills for their future teaching practice. Here, students in Angola are about to embark on their trip



All students develop and implement local community development initiatives, including adult literacy classes. Here, a woman in DRC shows her neighbours what she has learned

Primary School Teacher Training: DNS Teacher Training Colleges

The first Humana People to People Teacher Training College opened in 1993 in Maputo, Mozambique. Today, over 25,000 students, including over 9,000 women, have graduated as primary school teacher from 49 Teacher Training Colleges (TTCs) across seven countries. In the last five years, new TTCs have been inaugurated and seen the graduation of their first classes in Zambia, the Democratic Republic of Congo, and Guinea Bissau.

In total, member organisations currently have an operational capacity to graduate approximately 4,800 students annually. National members

also work closely with local authorities and Ministries of Education to promote prompt entrance into the national teacher force.

The large majority of TTCs further provide upskilling and refreshment training for in-service teachers and school management in schools close to the college. In 2014, DAPP Zambia began a three-year intervention financed by the European Union to connect 160 Community Schools across 5 districts with government resources and professional training for school staff. The intervention's main objective is to advocate for increased government support to Community Schools, improved installations and upskilling of school staff with a child-friendly and learner-centred focus.

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	TTCs
India	17
Angola	14
Mozambique	11
Malawi	4
DRC	1
Guinea Bissau	1
Zambia	1
Total	49

Continuous Professional Development: 400 Primary Schools

Humana People to People national member organisations are increasingly providing opportunities for continuous professional development for active teachers; specifically, although not limited to, graduates of Humana Teacher Training Colleges. In its early stages, the 400 Primary School programme essentially consists of a network for TTC graduates and their peers through which they can receive ongoing support and training, as well as connect with each other to share knowledge and experiences. Network members attend weekend or holiday training sessions where they are able to refresh their skills and knowledge, update themselves on content and share what has worked in their own practice to the benefit of others.

Training sessions build on the methodology used in pre-service training with a learner-centred approach. Teachers in the programme are encouraged to take the lead in their respective communities and promote improved learning conditions at their schools.

In addition, ADPP Guinea Bissau and DAPP Malawi have entered into partnerships with UNICEF to promote and facilitate implementation of the child-friendly school concept in training programmes and local schools.

Early Childhood Development: Preschools of the Future

In recent years, growing consensus on the positive relationship between quality pre-primary education and long-term learning outcomes prompted HPP South Africa and DAPP Namibia to develop Early Childhood Development professional training courses in line with national governmental priorities. Drawing on wider

Humana experiences, the programmes focus on training local teachers and directors for community preschools in rural areas and comply with national qualification requirements. In South Africa, the first intake of 14 female and 2 male students graduated from the Early Childhood Education course at the KwaZulu Experimental College near Durban in the KwaZulu-Natal region in November of 2015.

In Namibia, DAPP added an 18-month Early Childhood Development course to its Vocational Training School prospectus in Outapi, Omusati region. The first intake of 19 female students graduated in July of 2015 and at the date of this writing, 8 of 10 of those who had been employed within three months of graduation were located in rural areas. The college can host up to 60 students at a time and also runs a kindergarten on-site for up three classes of 20 children where trainees gain hands-on experience. In China, an adapted ECD programme has been developed to meet the need of parents in communities where national member HPP China operates. The programme collaborates with local governments to provide ECD services to marginalized communities in the Yunnan & Sichuan provinces with the aim of improving long-term education outcomes of children.

Training of teacher trainers: One World University

Located in Chagalane, Mozambique, One World University was inaugurated in 1998 and has been nationally accredited since 2005. It offers Bachelor degrees in Pedagogy and Community Development. Distance learning options have been available since 2011. To date, over 300 students have graduated from the OWU Bachelor of Pedagogy programme, many of which have gone on to become instructors and Humana People to People Teacher Training Colleges in various countries.

Humana's role in the Education 2030 Framework for Action

Humana is committed to contributing towards the achievement of the Education 2030 Framework for All agenda to ensure an inclusive and equitable quality education for all children. Our approach has stood the test of time and progressively adapted to changing conditions and contexts.

However, looking forward it is clear that, globally, key areas require a concerted effort in order to successfully achieve set objectives for the next 15 years. This section outlines some of the obstacles that have been identified by the education sector which Humana recognises in its own operations and commits to actively developing programmes and policies to successfully overcome them.

Primary school access for girls

In countries where girls experience cultural and social barriers to education, an increased presence of female teachers has been shown to have a positive effect on girls' schooling (UNESCO, 2015b: 37). For this reason, Humana People to People aims to facilitate an increased presence of qualified female primary teachers



All TTCs have their own vegetable gardens, which contribute towards food for students. Here, students in Guinea Bissau tend to their school garden

in rural areas. This often proves to be highly challenging and progress can be slow. In Angola, the proportion of female students in the programme increased from 22% in 2007 to 43% in 2013 (ADPP Angola, 2014; 19). At the time of this writing, 40% of students at HPP Congo's École Normale Mbankana in DR Congo are females, four years after its first intake.

Achieving gender parity in graduation rates can be challenging due to factors such as a lack of young women with the minimum education levels to enter the programme and strong cultural and familial pressures on women to

fulfil traditional gender roles.

Female trainee teachers may require extra support from school staff to intercede with families, as well as from governments and donors in the form of scholarships, community workshops and other targeted activities. Furthermore, practicing teachers would benefit from ongoing training and support to advocate for girls to stay in school. DAPP Malawi TTCs have currently graduated more females than males, and the programme was found to be “particularly beneficial in encouraging young women to train as rural teachers. Of the female students in the programme, 80% found that school practice topics prepared them adequately for teaching in rural areas, compared with 38% of female students in government colleges.” (UNESCO, 2014: 241; Mambo, 2011). With support from donors and governments, elements of this programme could be adapted to other contexts.

Inclusion for people with disabilities

People with disabilities make up a significant proportion of populations in the countries where HPP member organisations run teacher training programmes. An inclusive approach towards education as well as increased access to employment opportunities is essential to not only ensure the human rights of people with disabilities, but also for communities to be able to benefit from the unique skills and talents that they possess. In Mozambique, three colleges regularly enrol students with disabilities, and HPP national member ADPP has been instrumental in breaking down barriers and encouraging more inclusive community environments for both pupils and teachers with disabilities.

This has been achieved through collaboration with other NGOs which specialize in advocacy for

people with disabilities, and could be pursued in other countries.

Long-term retention of qualified teachers

Keeping good teachers in the profession long-term is a recognised global challenge. Although teacher motivation is multifaceted and requires a comprehensive and coordinated approach from several actors, studies suggest that teachers who feel equipped to successfully deal with challenging contexts and have access to continuous professional development are likely to remain in the teaching profession for longer than those who do not (UNESCO, 2015c).

Humana People to People member organisations have extensive experience and knowledge of their countries’ respective education sectors. The approach is considered effective in contributing to reducing the teacher gap in rural areas. Member organisations receive regular feedback from invested stakeholders suggesting that DNS graduates become motivated, committed and long-term teachers.

However, due to funding restraints, to date there has been no systematic monitoring of how many graduates go on to teach in rural areas, or how long they teach for. The 400 Primary Schools initiative aims to strengthen support to practicing graduates and other teachers through opportunities for continuous professional development. This activity has the potential to both provide improved information around graduates’ status as well as contribute towards increased retention in the long-term. Further collaboration with universities and closer cooperation with educational authorities will provide a clearer picture of this reality and allow for evaluation and adjustments to the programme to increase effectiveness.



Trainee teachers are taught a learner-centred, hands-on approach. Here, a student in Mozambique helps a pupil with her task.

Conclusions



Humana People to People is committed to its role in the education sector of the countries where member organisations operate. Achieving a quality, inclusive education for all children and learners is a highly ambitious goal, yet imperative if we are to achieve the Sustainable Development Agenda. The Agenda also presents new opportunities for innovation and collaboration, which should be taken advantage of in order to increase efficacy and impact of interventions.

Humana People to People has identified an opportunity for upscaling and replication of the programmes outlined in this publication as well as an interest in improved monitoring, evaluation and impact assessments of educational programmes in order to improve their efficiency and efficacy. Member organisations also seek to improve knowledge sharing and best practices with other national and international education actors through partnerships and by optimising in-service, CPD and ECD initiatives.

To achieve the Agenda, intentional and intensive efforts will be required of donors, governments, civil society, academia, communities, parents and children; with each stakeholder playing their part. Humana People to People is confident in its role and objectives in the coming years, and looks forward to the increased investment, collaboration and political action that the new Agenda demands.

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About Humana People to People

The *Federation of Associations connected to the International Humana People to People Movement* is a network of autonomous non-governmental organisations located in Europe, North America, Africa, Asia and Latin America. Originating in Scandinavia's anti-apartheid movement, the group's first activities were carried out in Zimbabwean refugee camps located in Mozambique in 1980. The Federation is currently made up of 32 national members, which share values associated with Solidary Humanism and a "People to People" philosophy based on participation, collaboration and communities working together for their own development. Humana People to People programmes are centred on four broad areas that are central to sustainable development: education, health, rural and agricultural development, and community development; and include gender mainstreaming, sanitation and hygiene, and environmental protection as cross-cutting themes.

Contact



Jesper Wohlerl

Director European Partnerships
Humana People to People
+34 667 412 936
jesper.wohlert@humana.org

Humana People to People

International Headquarters

Murgwi Estate, Shamva, Zimbabwe
PO Box 6345, Harare, Zimbabwe
+263 772 420 420
hqchair@humana.org

Humana People to People

European Office

c/o Humana Spain
Calle Alcalá, 171, 1º
28009 Madrid, Spain
+34 914 320 734



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www.humana.org

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